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# **Journal of Language Teaching and Research**





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# Correlation between the Tutor Competency Aspects and the Results of the Students' Basic Writing Skills at Open University Makassar

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**Abstract**—The purpose of this research was to examine the correlation between tutor competency aspects and the results of the basic writing skills for students of elementary school teacher, in particular for the distance learning Program of Open University Makassar in academic year 2012. This research was ex post facto research. It was correlation research. The populations of the research were 387 and the samples were 100. The samples were taken by using multistage random sampling technique. The data were collected by using questionnaire and documentation study of the final semester examinations score. The data were then analyzed by using regression analysis with IBM SPSS Statistics 19. The result of the SPSS analysis shows a simple regression. That is  $\hat{Y} = 21,986 + 0,354X$ . It shows that every increase for one score of tutors competency aspects (X) causes the increase of 0,354 score for the results of basic writing skills (Y) on constant 21,986. Then, the value of R Square value obtained 0,576. It means that 57.6% of the variation occurs on the results of the basic writing skills can be explained by variations in the tutors' competency aspects through regression equation. That is  $\hat{Y} = 21,986 + 0,354X$ . Results of hypothesis testing found that there is a positive and significant correlation between tutor competency aspects and the results of basic writing skills.

**Index Terms**—tutor competency aspect, basic writing skills, students

## I. INTRODUCTION

Face-to-face tutorials is conducted because distance higher education students are likely to have an average independent study (Sugilar, 2000, p 187) [1] or low independent study, that is 29,8% (Darmayanti, Islam, and Asandhimitra, 2000, p. 191) [2].

Creative and productive model Tutorial come from the targets of a strategic plan of University Open in 2010-2021 and the operational plan in 2010-2013. The target is the Open University should accredit tutor as much as 50% of the Units of distance learning Programs for open universities in Indonesia.

In order to accelerate the target, in 2009 the Open University organizes a training i.e. formation of the core team for Tutors Coach [3]. In 2010, 1 Unit of distance learning Courses at the Open University of Makassar has been carrying out creative and productive model tutorials for basic writing skills course /PDGK4303. Momentum of creative and productive tutorial models is becoming a source of inspiration to examine more specifically whether the tutors' competency aspects have a positive and significant correlation with the results of the basic writing skills. The purpose of this research was to examine the correlation between tutor competency aspects and the results of the basic writing skills for students of elementary school teacher, in particular for the distance learning Program of Open University Makassar in academic year 2012. This research has two significances. They are theoretical and practical significances. The theoretical significance is providing information relating to proof theory or the development of the study for the tutors competency aspects and the results of basic writing skills. The practical significance is as the materials expected to be input and consideration for stakeholders such as the Center for human resources development for Open University and distance learning Program Unit for open universities in Indonesia in order to make decision and a policy in developing the implementation the creative and productive model for basic writing skills subject and other subjects in the future.

## II. LITERATURE REVIEW



### A. Tutorial

Generally, technical term "tutorials" or "tutoring" is interpreted as a guidance and learning support among friends or colleagues at peer tutoring. Concept of tutorial is also interpreted as a process when a person giving assistance and tutoring to others both individuals and groups. In this tutorial, the party who guided or assisted is called, tutee. The party who gives guiding and helping is called tutor. Both of them obtain an advantage, because either the tutor or the tutee is learning together (Tim PAU-PPAI-UT, 2001) [4].

### B. Tutor

Legislation of the national education system, number 20 in 2003, article 29 paragraph: 2, mentions that tutors are professional personnel in charge of planning and implementing the process of learning, assessing learning outcomes, conducting supervision and training, as well as conducting research and devotion to the community especially for educators at College [5]. Academic tutors' qualification must be at least master's degree (S-2) in a relevant field of study and obtained from an accredited study programs (BSNP, 2007) [6]

### C. Creative and Productive

The word of creative is English language absorption. That is "creation". Creation is an abstract noun. The adjective is "Creative" in Indonesian language being "*kreatif*" (Yusmansyah, 2008, p. 44-45) [7].

Ariwibowo and Roy S. (2003, p. 77) [8] describes that the creativity comes from basic words of "*kreatif*". It has the root of word "to create". Kaufman, J.C. (2009, p. 24) [9] explains that creativity is the interaction among the domains, the environment, and ourselves. A domain is an area of expertise that is already owned. Creativity is the core of a person's ability to create something new, either in the form of an idea or a real work which is relatively different from previously existing.

Sugono, d. (2010, p. 1103) [10] States that productive is something that is able to produce in large quantities, and also bring or giving useful results.

Productivity is related to the final result, i.e. how large the final results obtained in the production process. Determinant factors of productivity consist of knowledge, skills, abilities, and attitude. Creative and productive Model Tutorial is the right solution in basic Writing Skills tutorial because this model involves the students intellectually and emotionally in learning. In addition, it presents the opportunity to students to complete the task with responsibility and requiring hard work, dedication, enthusiasm, and confidence [11].

### D. Tutor Competency Aspects

The term of "*kompetensi*" is a term derived from the English "competency" which means intelligence, and authority. In the educational context, competency is knowledge, attitudes, behaviors and skills reflected in the habit of thinking and acting. The habit of thinking which is conducted consistently and continuously allows someone to become competent in a particular field. Therefore, it can be said that an individual is considered competent if he or she has the knowledge, skills, and values that are reflected in the basic habits of thinking and acting (Harsanto, 2007, p. 130) [12].

Competency is a combination of knowledge, skills, values and attitudes which are reflected in the habit of thinking and acting. Mc Ahsan (1981: 45) (cited by Muliya (2004, p. 38) [13] mentions that competency is defined as the knowledge, skills and abilities possessed by someone who has been a part of him, so that he can conduct cognitive, affective, and psychomotor behavior carefully.

There are several aspects or concepts contained within the sphere of competency as follows:

- a. Knowledge is the awareness in the fields of cognitive, e.g. a teacher knows how to perform the identification of learning needs, and how to make the learning of students in accordance with their needs
- b. Understanding is deepening the cognitive and affective, owned by individuals. For example, a teacher who will carry out learning must have a good understanding of the characteristics and conditions of learners, in order to carry out learning effectively and efficiently
- c. Skill is something that is owned by an individual to perform a task or job that is charged. For example the ability of teachers in choosing, and making simple learning tool for the learners to provide ease of learning.
- d. Value is a standard of behavior that have believed and fused in a person psychologically, for example the standard behavior of teachers in learning such as: honesty, openness, and democracy
- e. Attitude is the feeling of happy-unhappy, like-dislike. It is a reaction to a stimulus that comes from the outside such as a reaction to the economic crisis, a feeling of wage increases and so on
- f. Interest is the tendency of a person to commit any act, for example, interest for learning or doing something.

Spenser & Spenser (1994) quoted Hutapea & Thoha (2008, p. 4) [14] reveals that there are three main components of common competency, namely: knowledge owned by someone, skills, and individual behavior. Competency of tutors is an unconscious competency. It is when someone can do the job proficiently so that he can do it automatically. Competency is a set of intelligent actions, and a responsibility that belongs to a person considered as a condition for being able to perform the tasks in the community in the field of a particular work (Kepmendiknas of the Republic of Indonesia number 045/U/2002, article 1) [15]. John Stevenson (1991, p. 18) [16] mentions that the competency consists of knowledge and skills specifically in doing applied work in accordance with the requirements that have been determined. Thus, the competency owned by the tutor will show the quality of the actual tutor. The tutor must have the



ability to compile and execute the tutorial program. Competency is the absolute requirement that should be owned by every tutor. If the tutor has no competency, the tutor may not be able to perform the duties of tutorial properly and optimally. Related to how important competencies for tutors, a Prophet Hadith narrated by Imam Bukori Shohih Bukrorinya, cited in Irfan, (2010, p. 5) [17] which means that Abu Hurayrah-Zubair said, "the Prophet said," If an affair (jobs) were handed to people who are not expert in this, then beware of the arrival time (the doomsday destruction)". This indicates that the tutors in delivering the tutorial should have competency and high professional in accordance with the field.

Based on the above description, it can be concluded that the competency is an idea of what that person does or should know in order to carry out its job properly. Competencies describe how someone is expected to behave in order to finish his work properly in accordance with the knowledge, skills, and abilities that are controlled by a part of himself. Tutor competency related to their field should have professionally because competency is a demand which has moral responsibility for the tutor.

III. RESEARCH METHOD

A. Kind of the Research

This research was ex post facto. It was correlation research.

B. Research Design

This research used the design of a symmetrical relationships by Rosenberg M (1968, p. 3) [18]. It was a one-way correlation consisting of one independent and dependent variable, as in the following figure:

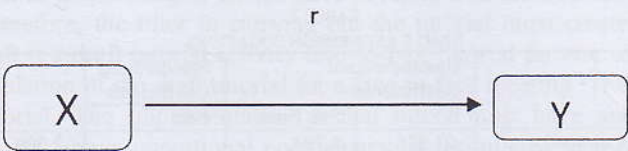


Figure 1. Research Design

Notes:

X = Tutor Competency

Y = The result of basic writing skills

r = Correlation

C. Populations and Samples

The populations in this research were 387 and the samples were 100. The samples were taken by using multistage random sampling technique consisting of technique of area, proportional, and random. The data were collected by using questionnaire and documentation. The questionnaire is used for assessing tutor competence aspects, while the documentation is used for obtaining semester final exam score for basic writing skills subject. The samples were taken by using the following Slovin formula (Umar, 2004, p. 108) [19].

$$n = \frac{N}{1 + N(e)^2}$$

Notes:

n = Total of Samples

N = Total of population

e = inaccuracy percent due to the looseness of sampling errors that can still be tolerated

From the inaccuracy of 10%, then by using the above formula, the samples were obtained as follows:

$$n = \frac{387}{1 + 387(0.10)^2} = \frac{387}{1 + 4.87} = \frac{387}{4.87} = 80$$

Researchers took 100 samples, which means that they are the above of minimum desired sample by Slovin

D. Questionnaire Testing

Questionnaire was tested by using the advance validity test, and the expert validity test. The advance validity test shows that accuracy in measuring the indicators for each item of the instrument for tutor competency aspect is between accurate and very accurate. In addition, the validity shows that the clarity of the language used for each item of the tutors' competence is clear. The validity also shows that component charts on the instrument of tutors competency aspects are in a good category. Thus, it can be concluded that the details of these 64 instrument statements can be used to measure the aspects of tutor's competency (Azwar. 1999, p. 53) [20]. The expert validity test shows that. Assessment



results of validator 1 and 2 toward the response to the questionnaire for the tutor’s competency aspects of have high validity coefficients. That is  $V > 0,75\%$  (Ruslan, 2009, p. 2) [21].

Thus, the questionnaire for tutor competence aspects is reasonable to be used in this study. For more details the assessment result can be seen in the table below:

TABLE 1.  
ASSESSMENT RESULT

Validator II		Validator I	
		Not Relevant	Relevant
		Score (1 – 2)	Score (3 – 4)
	Not Relevant Score (1 – 2)	1	1
	Relevant Score (3 – 4)	0	62

IV. RESULTS AND DISCUSSION

Research Hypothesis is that there is a correlation between the Tutors competence aspects (X) and the results of the basic writing skills (Y).

Statistical Hypothesis:

$H_0 : \rho_y = 0$  means that the hypothesis is rejected (not significant)

$H_1 : \rho_y > 0$  means that hypothesis is accepted (significant)

The Result of hypothesis testing can be seen in the following table

TABLE 2  
SIMPLE REGRESSION EQUATIONS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-21.986	8.793		-2.500	.014
	KOMP.TUTOR	.354	.031	.759	11.541	.000

Table 2 above shows that the simple regression analysis on the data of the basic writing skills score and score for data of the tutors competence aspect results in a constant "α" of regression coefficients 21,986 and regression coefficients "b" is 0.831. Therefore, the equation of regression is  $\hat{Y} = 21,986 + 0,354X$ . The testing found that the equation of regression is significant and linear.

The equation of regression shows that every increase of one score for tutor competency aspects (X) causes the increase of 0,354 score results of basic writing skills (Y) on the constants =21,986 as shown in the figure 2 below:

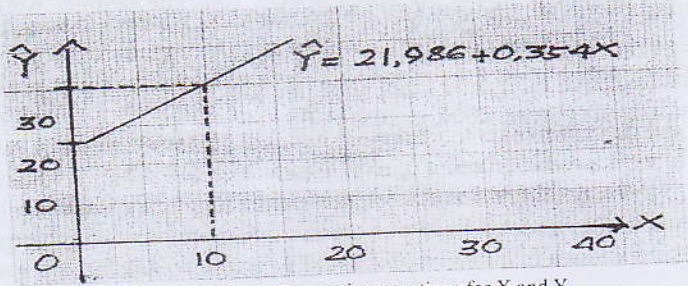


Figure 2. Simple Regression equations for X and Y

Simple correlation analysis toward the score for tutors’ competence aspects (X) and the results of the basic writing ability (Y) shows that the correlation coefficient of  $r_{y1}$  is 0,759. Significant correlation coefficient test results by using the t-test shows that  $t_{count}$  11,541 is significant on the significance level of 0.000. This means that, the correlation between the tutors’ competence aspect (X) and the results of the basic writing ability (Y) is significant.

In order to clarify the results of the analysis of the coefficient of correlation and coefficient of determination, it can be seen in the table of Model Summary<sup>b</sup> below:

TABLE 3.  
MODEL SUMMARY<sup>a</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.759 <sup>a</sup>	.576	.572	6.998	.576	133.200	1	98	.000



Results of analysis showed that the positive correlation between aspects of tutors competence (X) and the results of the basic writing ability (Y) is supported by the determination of the coefficient of  $r_{y1}^2 = 0,576$ . It means that 57.6% of the variations that occur in the result of basic writing skills can be explained by variations in aspects of competence of tutors (X) through the equation  $\hat{Y} = 21,966 + 0,354X$ .

Aspect of competence of tutors consists of the ability in drawing up the draft activity tutorial, tutorial activity unit. It is also implementing the creative and productive model tutorial with a step-by-step orientation, exploration, interpretation, recreation, as well as feedback and general impression including mastery of the material, use of language, and the appearance of tutor. Tutor is one aspect of determining whether or not a tutorial is successfully. The success of the tutorial is determined by the readiness of participants in preparing a tutorial participant through the tutorial activity. If tutors have a less than optimal preparation, the tutor cannot provide optimal performance. Therefore, the competence of tutors is considered to have a positive relationship to the results of the study of basic writing skills.

Ranse & Grealish (quoted Widhiarso, 2010, p. 3) [22] mention that competencies are divided into two types, namely personal and operational competency. The personal competency is knowledge about something, whereas operational competency is the ability to demonstrate something practically.

Research results in Sunaryo (2004, p. 140) [23] related to the quality of the Basic Skills course tutor Writing found that tutors are mastering the material well, excited, attentive about the success of student learning. In addition, tutors are delivering the material to be learned by answering the question of students to solve the problems faced. Another common impression found is that between 95-99% of the language tutor can be followed by students well. It also found that 75-94% tutor utterance is clear so that it is easily understood by students and the material presented stage by stage is in accordance with the order of the modules.

It suggests that the higher the competence of tutors who are owned by the tutor, the higher the results of basic writing skills of students. It is an evidence that the higher competence of tutors who are owned by the tutor, the higher the basic writing skills of students. Therefore, the tutor in carrying out the tutorial must create a design tutorial activity, and activity unit tutorials. The draft is a draft tutorial activity face-to-face tutorial for one semester or one subject, whereas the unit of activity is the formulation of the draft tutorial for a face-to-face meeting. The unit of activity is the reference for tutor in carrying out tutorial. The implementation is that tutors must have appropriate personal competence education. Besides the tutors must have operational competency as formulated in the draft activity for creative and productive models.

## V. CONCLUSION

Based on the results of the research, then it can conclude that, there is a high correlation between the tutors' competence aspects (X) and the results of the basic writing skills (Y) for students at the Open University of Makassar. The correlation coefficients are 0.831. It means that competence of tutors include drafting ability activity tutorial, tutorial, activity unit the ability execute tutorial, mastery of the material, the use of proper grammar. Tutors performance is a crucial role in improving the results of basic writing skills for teacher education students for the Unit of distance learning Programs at the Open University of Makassar.

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